

N.B.—These Programmes must be used in conjunction with *An Essay Towards a Philosophy of Education* (see N.B. 2).

Programme 125†

L₅

(Jan. to March, 1933.
April to July, 1933, overseas)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORMS VI. & V.
(Ages 15 to 18).

PUPILS' NAMES

Scripture.

The One Volume Bible Commentary, by J. R. Dummelow
(Macmillan, 10/-) : (a), Introduction, pp. xi.-xxiii, and
xci.-cv. ; VI. (b), *The Psalms*, 1-41, with pp. 321-345. ;
V., (b), *I. Samuel*, with pp. 177-195 ; VI. & V. (c),
I. Corinthians, (omitting chapters v.-vii.), with pp. 889-
899 and 904-921.

The Saviour of the World, Vol. IV. (P.N.E.U. Office,
3/-), pp. 66-133, with Bible text (see Index).

For Sunday reading (optional) :

- VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 1-70. *A Short History of Our Religion*, by D. C. Somervell (Bell, 5/-), pp. 265-337. *The Re-making of Man in Africa*, by J. H. Oldham and B. D. Gibson (Milford, 2/6). *Homes of the Psalms*, by Stacy Waddy (S.P.C.K., 6/-), pp. 1-99. *Christianity and Science in the Twentieth Century*, by Rev. A. E. Baker (Eyre & Spottiswoode, 2/-). For Lent, *Reflections on the Litany*, by Bishop Gore (Mowbray, 1/6). *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6), pp. 81-130. *The High History of the Holy Graal* (Dent, 2/-).

† The 125th term of work set since the Parents' Union School began.

- V. Stanley's *Sinai and Palestine* (Murray, 2/6), pp. 241-304. Butler's *Life of Gordon* (Macmillan, 3/6). *The Religions of Mankind*, by S. M. E. Trood (Christophers, 2/6), pp. 1-49; with *Africa and Her Peoples*, by F. D. Walker, (C.M.S., 2/-). *Stories of Scientific Discovery*, by D. B. Hammond (Cambridge Press, 4/6), pp. 1-95.
- VI. & V. *Daily Readings and Notes* (Series A), monthly schemes, from the Secretary, B.R.F., 19, Old Queen St., London, S.W. 1 (2/6 a year).

Composition. (The daily "reports" also come under this heading.)

- VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan*; (see *The Nature of English Poetry*, by L. S. Harris (Dent, 5/-); also Morgan & Treble, Section VII.). *A Dictionary of Modern English Usage*, H. W. Fowler (Oxford, 7/6).

English Language.

Both Forms, parse and analyse every week.

- VI. Taylor's *Words and Places* (Dent, 2/-), pp. 19-150. *On the Art of Writing*, by Sir A. Quiller-Couch (Cambridge Press, 5/-), pp. 111-214.
- V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. B. Morgan & H. A. Treble (Murray, 3/6). Trench's *On the Study of Words* (Dent, 2/-), pp. 45-93; Lectures III., and IV.

Literature (Books set include holiday and evening reading).

- VI. (a) *The Lyrical Dramas of Æschylus: Prometheus Bound* (Dent, 2/-); (b) *Anglo-Saxon Poetry*, translated by Professor R. K. Gordon (Dent, 2/-), pp. 1-181; (c) Washington Irving's *Life of Mahomet* (Dent, 2/-), and (d) *Conquest of Granada* (Oxford, 2/-); (e) Carlyle's *Heroes and Hero Worship* (Dent, 2/-), Lecture II.: *Mahomet and Islam*; (f) *Sigurd the Volsung*, by William Morris (Longmans, 2/3); (g) Layamon's *Brut* (Dent, 2/-); *The Oxford Book of English Verse* (Oxford, 8/6).
- V. (a) Shakespeare's *As You Like it* (Verity's edition, Cambridge, 2/6), or, *Henry VIII.* (Blackie, 10d.); (b) Marlowe's *Edward II.* (Methuen, 2/-); (c) Prescott's *Capture of Mexico* (Blackie, 10d.); (d) Scott's *The Monastery* (Nelson, 1/3); (e) *The Cloister and the Hearth*, by Charles Reade (Nelson, 1/3), or, George Eliot's *Romola* (Nelson, 1/6); (f) Carlyle's *Heroes and Hero Worship* (Dent, 2/-), Lecture IV.: *Luther*; (g) Froude's *Short Studies* (Oxford, 2/-): *Erasmus and Luther, The Dissolution of the Monasteries and England's Forgotten Worthies*; (h) *The Book of English Poetry* (Jack 7/6), contemporary poets, e.g., Wyatt, Surrey.

Keep a Commonplace Book for passages that strike you particularly. Learn a hundred lines of poetry. Be able to give some account of what you have read in each book, with sketches of the chief characters.

British History.

- VI. *History of England*, by G. M. Trevelyan, Part I. (Longmans, 4/6), pp. 1-85 (earliest times to 11th Century, A.D.); Bede's *Ecclesiastical History* (Dent, 2/-), Book I., chapters 7, 10, 12, 23 and 24; Book II., 9-14; Book III., 3-6, Book IV., 3, 13, 23, 24, 27. *The Anglo-Saxon Chronicle* (to 975 A.D.), and Geoffrey of Monmouth's *Histories of the Kings of Britain* (Dent, 2/- each), may also be read.
- V. *History of England*, by G. M. Trevelyan, Part II. (Longmans, 4/6), pp. 263-323 (1485-1558). Read from Seebohm's *The Oxford Reformers* (Dent, 2/-).

General History.

- VI. *The Legacy of the Ancient World*, by W. G. de Burgh (Macdonald & Evans, 15/-) pp. 1-76.
- V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 252-294. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 10/6), (latest edition), contemporary European history from pp. 268-344 (1485-1558).
- VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. *History Charts* (P.N.E.U. Office, 6d.).
- Quennell's *Everyday Things in Classical Greece* (Batsford, 8/-). Smith's *Classical Dictionary* (Dent, 2/6). *An Atlas of Ancient and Classical Geography* (Dent, 2/6).

Every-Day Morals and Economics.

- VI. Plato's *Four Socratic Dialogues: Phædo* (Oxford Press, 4/6). Boethius' *The Consolation of Philosophy* (Dent, Temple Classics, 2/-, out of print: borrow from a library), pp. 1-81. *Everybody's Business*, by Hartley Withers (Cape, 10/6), pp. 227-336.
- V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 137-169. *The Rights and Duties of a Citizen*, by H. E. Malden (Methuen, 2/6), pp. 1-36. More's *Utopia* (Blackie, 10d.).

Geography.

- VI. & V. *A New Regional Geography of the World*, by M. I. Newbigin (Christophers, 5/-), pp. 63-116 (central, eastern and southern Europe).
- VI. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 1-50.
- V. Huxley's *Physiography* (revised edition, Macmillan, 5/-), pp. 45-90, or, take Martonne, with VI. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 52-64. Philip's *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.
- VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.
- The Oxford Advanced Atlas*, by J. Bartholomew (1931, Oxford, 10/6).

General Science.

- VI. *Discovery*, by Sir Richard Gregory (Macmillan, 3/-), pp. 234-329. *The Great Biologists*, by Sir J. Arthur Thomson (Methuen, 2/6), pp. 114-173.
- V. *Scientific Ideas of To-day* (1925 edition), by C. R. Gibson (Seeley, 6/-), pp. 15-69.
- VI. & V. Geikie's *Geology* (revised 1927, Macmillan, 7/6), pp. 323-364. Some account of the geology of your neighbourhood, drawing sections.
- The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6).

Biology, Botany, Physiology, etc.

- VI. *The Study of Animal Life*, by Sir J. Arthur Thomson (Murray, 6/-), pp. 219-264. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 1-44.
- V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 180-218, and 382-420. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters xii., xxv., xxvii. (trees and shrubs in winter and spring; uses of plants).
- Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

- VI. *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, new edition, 2/-), pp. 40-86, or work with V.
- V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 70-121, (chapters 3 and 4).
- Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

French.

- VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 51-60. Take a French paper (list can be obtained from Hachette).
- VI. Corneille's *Le Cid* (Hachette, 1/-). Victor Hugo's *La Légende des Siècles* (Oxford, 3/6). *The Oxford Book of French Verse* (Oxford Press, 8/6).
- V. Victor Hugo's *Jean Valjean* (from *Les Misérables*), (Blackie, 1/-). *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

- VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 19-57, 114 (declensions) - 120, and 130-137 (§172). *Limen*, Part II. (Murray, 2/6), pp. 280-292, 208-242. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 1-21.
- V. *Limen* (Murray, 2/6), pp. 95-134, or, (second year), pp. 208-236. *Livy Book II.*, edited by R. S. Conway, Litt. D. (Cambridge Press, 3/-), §§ 16-32.
- Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

- VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: revise pp. 131-157; V.: pp. 1-12, inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).
- VI. *Jörn Uhl*, by Gustav Freussen, last half (Harrap, 4/6). Dr. Vilmar's *Das Nibelungenlied* (Harrap, 2/-).
- V. Hoffmann's *Der Kampf der Sängere* (Blackie, 9d.).

or, Italian.

- VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-): read from Part II., using Part I. and Appendices for studies in Grammar. *Italian Irregular Verbs* (Hachette, 1/-). For conversation practice, *Brush Up Your Italian*, by G. Tassinari (Dent, 2/6).
- VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigioni*, by Silvio Pellico (Hachette, 2/6). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).
- V. *All' Aria Aperta*, by Renate Fucini (P.N.E.U. Office, 1/8). *First Book of Italian Verse*, selected by John Purves, M.A. (Oliver & Boyd, 6/-).

Arithmetic.

- VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 22-43; Teacher's Book VI. (2/3) is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Exs. 352-373.
- or (second year) Dr. Ballard's *Fundamental Arithmetic*, Book VII. (1/4), pp. 1-30, also 91-93 (Tests A & B) and 98-103 (Problems A-F), with Teacher's Book VII. (2/6).

Geometry.

- VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 204, 205, 210, 211, and 213-217; or, (second year), pp. 254-260, and revise section III.

The School Set of Mathematical Instruments (P.N.E.U. Office, 2/-).

Algebra.

- VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 178, 179, 183-185, 191-193, 195-199, and 201-206; or, (second year), 255-260, 264-277, and 280-287.

Art Studies.

- VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), pp. 73-124, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. III. (Batsford, 6/-), pp. 448-563.
- VI. & V. *The Basis of Design*, by Walter Crane (Bell, 10/-), pp. 222-258.
- V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 8-10. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 149-189; or, (second year), *The Stones of Venice*, Vol. II., pp. 1-117 (Allen & Unwin, 3/6).
- For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).
- VI. & V. Six reproductions of works by Murillo (P.N.E.U. Office, 2/- the set); see notes in the January *Parents' Review*.

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 1-40, with practice of previous exercises. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Music Appreciation.

The work of Elgar: see (a), article, and (b), records suggested under *Our Work*, in the January *Parents' Review*. *Elgar: Instrumental Works*, by F. H. Shera (Oxford Press, 1/6).
The Enjoyment of Music, by A. W. Pollitt (Methuen, 5/-).

Music.

Choose and learn suitable compositions by Elgar.
(a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

Singing.

Two English and two French songs; two German songs or two Italian songs.

National or Folk Songs from *Songs of the British Islands*, edited by Sir H. Hadow (Curwen, 6/-), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6); *The Clarendon Song Books*, Books V. & VI. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each); learn also unison and part songs by Elgar (Novello).

Drill, etc.

Daily drill, dancing or games.
A Manual of Free Standing Movements, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume; *The APTED Book of Country Dances* (Heffer, instructions and airs, 3/-, pianoforte tunes, 2/6). Hockey; Lacrosse; Netball.

Work: Arts and Crafts.

(a) Studies in design, space filling, decorative composition, light and shade; see *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), pp. 27-83 and 88-131.
(b) Design and work some embroidery, and make a garment. See *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6); *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).
(c) Make and decorate bamboo pipes (in different keys) and learn to play them.
See *The Pipers' Guild Handbook*, by Margaret James (Cramer, 2/-) and *Pipers' Music*, Books I. (2/-, melody only 9d.) and II. (2/6, melody only 1/-).

(d) Do some definite house and garden work. Darn and mend each week.

Practical Housecraft: (1) *Housewifery*, (2) *Laundry*, (3) *Cookery* (Longmans, 6d. each).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. See special leaflet. For further details write to the Director, The Parents' Union School, Ambleside.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Ages in V., 15 to 17).

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (7/6), *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the full course for Form V. (6 terms).

N.B. 4.—Each pupil should have a copy of her own books, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. badge, colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

**To Ex-P.U.S. Members and Ex-Students of the House of
Education taking the P.U.S. Reading Course.**

Bibliographies for further reading will be found in *The Legacy of the Ancient World*, *Ancient Times*, *Medieval and Modern Times*, *A New Regional Geography of the World*.

The following books are also suggested: *Everyman's Bible*, an anthology chosen with an introduction by Dean Inge (Longmans, 7/6); Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); *Supernatural Religion in its Relation to Democracy*, by S. C. Carpenter, B.D. (Ivor Nicholson & Watson, 15/-); *Socrates*, by A. E. Taylor (Davies, 5/-); *Ancient Man in Britain*, by D. A. Mackenzie (Blackie, 12/6); *Modern Italy*, by Cicely Hamilton (Dent, 7/6); *Talks with Mussolini*, by Emil Ludwig (Allen & Unwin, 7/6); *How to look at Buildings*, by D. Braddell (Methuen, 6/-); *Schliemann of Troy*, by Emil Ludwig (Putnam, 21/-); *The Letters of Gertrude Bell* (Benn, 8/6); *Lincoln*, by Emil Ludwig (Putnam, 7/6); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 5/-); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6); *The Mechanism of Nature*, by C. Andrade (Bell, 6/-); *The Seas*, by F. S. Russell & C. M. Yonge (Warne, 12/6); *Insect Behaviour*, by E. Cheeseman (Allan, 4/6).

Parents' National Educational Union

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AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORMS VI. & V.

PUPILS' NAMES.....

Scripture.

VI. 1. Choose six of the Psalms you have studied this term and show what religious ideas of God may be gathered from them.

V. 1. Trace the steps by which Samuel made a national monarchy possible.

or, 1. What light does the story of Jonathan throw upon the character of (a) David, (b) Jonathan?

VI.&V. 2. What circumstances led to the writing of St. Paul's first Epistle to the Corinthians? Follow out St. Paul's teaching as regards (a) spiritual gifts, (b) the Resurrection. Quotations.

3. Write notes upon our Lord's teaching as regards the following—(a) "corban," (b) "blindness," (c) "heaven," (d) "saving our life and losing it."

Composition.

VI.&V. 1. A short *Times* "Leader" on one of the following,—(a) the policy of Roosevelt, (b) Hitler and Germany to-day, (c) new theories on the atom and on positive electricity, (d) the Assyrians of to-day.

2. Some lines, which must scan, on one of the following,—(a) The mystery of Spring, (b) The joys of travel.

English Language.

VI.&V. 1. Analyse the following, and parse the words in italics:

I gathered with a *careless hand*
There where the waters night and day
Are *languid* in the idle bay,
A little *heap* of golden sand;
And, as I saw *it*, in my *sight*
Awoke a *vision* brief and bright,
A *city* in a *pleasant land*.

- VI. 2. Write upon words and places connected with (a), the Arabs in Europe, or, (b) the Anglo-Saxons.
3. A brief essay on some aspect of the lineage of English Literature.
- V. 2. "We might almost reconstruct our history . . . by an analysis of our present language." Discuss, giving examples.

Literature. (Only three questions should be answered.)

- VI. 1. Write, as far as you can, the story of *Prometheus Bound*, giving the substance of his *Apologia* from the rock.
2. Some verses, which must scan, upon *Beowulf* in the manner of *Sigurd the Volsung*.
3. An essay on "Anglo-Saxon Poetry," showing how Christian and pagan elements stand side by side.
4. An essay on Mahomet, his life and teaching.
5. Some impressions gathered from *The Conquest of Granada*, as to (a) Granada itself, (b) Boabdil el Chico, (c) Ferdinand and Isabella.
6. "Layamon's *Brut* remains one of the most truly great literary achievements in the field of both Arthurian chronicle and romance." Discuss and illustrate this verdict.
- V. 1. Describe the part played by (a), Queen Katherine (*Henry VIII.*), or, (b), "Jaques" (*As You Like It*), quoting lines that have struck you.
2. Describe Marlowe's presentation of the character of Edward II., quoting passages in illustration.
3. What sidelights have you gained on Savonarola and his times from your reading of *Romola*?
4. What light does (a) *The Cloister and the Hearth*, or, (b) *The Monastery*, throw upon life in the 16th Century?
5. An essay on Martin Luther.
6. A description of a character that you found interesting in one of the novels you have read this term.

British History.

- VI. 1. "In early times the relation of Britain to the sea was passive and receptive." Illustrate this statement by a brief survey of the races that poured into Britain up to 1066.
2. "The change of religion was the first great step forward of the English people on the path of civilized life." Sketch briefly the work of one or two of the men by whom this change was brought about.
3. Give some indications of the value of the work of Bede and Geoffrey of Monmouth, as early historians.
- V. 1. "After Bosworth, England wanted peace . . . and the enforcement of order." Show in what respects Henry VII. met this want.
2. What ideals underlay the fellow-work of Colet, Erasmus and More? Sketch the life and work of one of these scholars.
3. Sketch briefly the policy and career of Henry VIII., showing with what qualities of mind and body he was endowed.

General History.

- VI. 1. Enumerate briefly the early civilizations of the East, indicating the chief characteristics of each. Dates.
2. Show that a knowledge of the Old Testament is necessary to a right understanding of world history.
- V. 1. Describe briefly the Greek Conquest of the Aegean world. Dates.
2. Write notes, with dates, on **two** of the following,— (a) The Empire of Charles V., (b) The Council of Trent and Ignatius Loyola, (c) Philip II. and the revolt of the Netherlands.

Every-Day Morals and Economics.

- VI. 1. Follow out, as far as you can, some of the thoughts of Socrates about the soul of man.
- or, 1. By what questions does Philosophy make trial of the state of Boethius' mind and by what arguments does she bring him comfort?
2. "Science and knowledge have gone ahead much faster than kindness and good feeling and these are most wanted at the moment." Discuss and illustrate (*Everybody's Business*).
- V. 1. Write upon the will, its function and scope. What have you to say of "the way of the will"?
2. Give some account of the cities, magistrates, science, crafts and occupations, of the Commonwealth of Utopia.
3. "A great self-governing nation . . . has grown into its present state." Trace briefly the steps by which the Constitution of the United Kingdom has grown.

Geography.

- VI.&V. 1. Describe, with a sketch map, the structure and relief of Germany, showing how the physical features have affected the development of the country.
2. Trace the course of a long railway journey you have taken, giving instances of the route being affected by high and low ground.
- VI. 3. An essay on wind.
- V. 3. Write upon the composition of the atmosphere.

General Science.

- VI. 1. "Real progress comes from the pursuit of knowledge for its own sake" (Sir Richard Gregory). Discuss and illustrate from the work of great men of science.
- V. 1. What have you gathered from your reading as to the nature and construction of the atom?
- VI.&V. 2. What are the characteristic features of the Jurassic rocks? Where do they occur in England? Describe any you have seen. Drawings.

Biology, Botany, etc.

- VI. 1. Classify the backboneless animals, describing common examples with drawings.
2. A short essay on the skin and its functions.
- V. 1. Describe, botanically, the indications of growth, internal, and external in a horse-chestnut twig and show in what ways lime and beech twigs differ. Drawings.
2. Describe, with diagrams, the method of pollination of the following flowers,—primrose, deadnettle, hazel, willow.

Astronomy.

- VI. 1. State the three major laws in physical science recognized at the end of last century and show as far as you can how modern physics has modified them.
- V. 1. Write a short essay on the moon. Diagrams.
- VI.&V. 2. Write notes, with diagrams, of any night sky observations you have been able to make.

French. (All answers to be written in French.)

- VI.&V. 1. Translate into French, — VI. *The Conquest of Granada*, page 2, "In the centre . . . City"; V. Froude's *Short Studies*, page 446, "Why, don't you see . . . in the wood."
- VI. 2. Give (a) a résumé of *Le Cid*, or, (b) the substance of a poem you have read from *La Légende des Siècles*.
3. Write an essay on "Si J'étais Riche."
- V. 2. Describe the scene when M. Madelaine reveals himself as Jean Valjean.
3. Give examples in sentences showing the use of the following tenses, (a) *Le Futur Antérieur*, (b) *Le Conditionnel*.

Latin.

- VI. 1. (a) Write a short account of the Roman Calendar, (b) Put into Latin:—1st April, 14th July, 8th Sept.
2. *A Book of Latin Letters* (Levens), put Letter 3 into Oratio Obliqua after "Lentulus dixit."
3. (a) *A Book of Latin Letters*, translate Letter 8, lines 33 to 43, "Res autem . . . a Catone," (b) Read the Latin again then narrate in Latin.
- or, (a) *A Book of Latin Poetry*, translate either No. 20 or No. 51, (b) Scan the first two lines.
- V. (Second year). 1. Write the Infinitive and the Perfect Participle of: sequor, orior, videor, utor, soleo.
2. Translate (1) Did you ask him if he would come? (2) Having returned to Athens the men attained great glory. (3) Ambassadors were sent with a view to making peace.
- V. (First and second years). 3. Livy Book II., translate ch. 20, §§ 12 and 13 from "Tum demum" to "rediere."
- (b) Read the Latin again then narrate in Latin.
- V. (First year). 1. Write the four Principal Parts of capio, venio, vinco, curro, credo.
2. Translate (1) They stayed at my house at Capua. (2) The footsoldiers whom we saw have taken the city. (3) Having conquered the enemy, the general advanced against the city.

German.

- VI.&V. 1. Translate into German, VI., *Anglo-Saxon Poetry: Beowulf*, page 10 "They went on . . . lands"; V. Siepmann page 255 *A Letter*.
- VI. 2. Write (a) a description of "Freya," or (b), a conversation between "Jörn Uhl" and "Weisskopf."
- V. 2. Write a short paragraph about (a) Wolfram von Eschinbach, or, (b) Strassburg.

Italian.

- VI.&V. 1. Write a short paragraph in Italian describing the meeting of Mussoini and Mr. MacDonald.
2. Write, in Italian, the substance of (a) a short poem, or, (b) a scene from a book you have read this term.

Arithmetic.

(Second Year.)

1. Calculate:

(a) $\frac{1}{3} + \frac{1}{9} + \frac{1}{27} + \frac{1}{81} + \frac{1}{243} + \frac{1}{729} + \dots$ to 1 place of decimals.

(b) $2.47312 \div 48611$ to 2 significant figures.

2. If £1 sterling has the same value as 3.45 dollars or 86.25 francs, express (a), 60,000 francs as dollars, (b), 2,000 dollars as francs.

3. A firm has 500 pianos. It sells 200 at a gain of $12\frac{1}{2}$ per cent., 120 at a gain of 10 per cent., and the rest at a gain of 15 per cent. If the total gain be £2,560, how much did each piano cost the firm?

(First Year.)

1. What rate per cent. and what yearly dividend would be obtained by investing £192 10s. 6d. in £1 shares at 18s. 6d., if the dividend is 1s. $6\frac{1}{2}$ d. per share?

2. In what proportions must a dealer mix coal at 45s. a ton with coal at 37s. 6d. a ton so as to sell the mixture at 39s. 6d. a ton?

3. A room 15 ft. long, $12\frac{1}{4}$ ft. wide, and 8 ft. high, has a doorway 3 ft. by 7 ft. and a window 4 ft. by 2 ft. Find the cost of painting the walls at $1\frac{1}{2}$ d. a sq. ft.

Geometry.

(Second Year.)

1. If two triangles have their sides proportional when taken in order, the triangles are equiangular to one another, those angles being equal which are opposite to corresponding sides.

2. ABCD is a parallelogram and E is any point in AB; DE cuts AC at F. Show that $\frac{AE}{AB} = \frac{EF}{DF}$.

3. ABC is an equilateral triangle of side 2.5 ins. Find (a), two positions of a point P distant 1.5 inches from C and 1 inch from AB. (b), A point Q on AB equidistant from AC and BC.

(First Year.)

1. Show how to draw a direct common tangent to two circles.

2. ABC is a triangle. Show how a circle may be drawn to touch AB and AC and have its centre on BC.

3. Show how to draw,—(i.) A regular hexagon in a circle, (ii.) A circle in a regular hexagon.

Algebra.

(Second year.)

1. Solve the equations:—(i.) $4x^2 - x = 1$

(ii.) $2y^2 - 3xy - 2x^2 = 8$
 $x + 3y = 3$

2. The length of a room exceeds its breadth by 3 ft. If the area of the floor be 180 sq. ft., find the dimensions of the room.

3. At 9 a.m. A sets out to cycle from P to Q, a distance of 54 miles, and rides at 9 miles an hour. At 11 a.m. B sets out from Q to ride to P and meets A at 1 p.m. Find by means of a graph when B reaches P and how far he has gone on his journey at the time when A reaches Q.

(First Year.)

1. Solve the following equations:—(i.) $2x^2 + x = 15$.

(ii.) $x^2 = x - \frac{1}{4}$

2. Simplify:—(i.) $\frac{6a^2 - 4ab}{6a^2 - ab - 2b^2}$

(ii.) $\frac{p^2 + 3pq + 2q^2}{p^3 - 3p^2q} \times \frac{p - 3q}{p^2 + 3pq} \div \frac{p^2 + 5pq + 6q^2}{p^3 + p^2q}$

3. Find the value of:—(i.) $\frac{x-9}{7} + \frac{x+4}{2} - \frac{x-1}{3}$

(ii.) $\frac{5}{x+y} - \frac{4}{x-y} + \frac{8x}{x^2 - y^2}$

Art Studies. (Answer two questions only.)

VI. 1. An essay on (a) Renaissance architecture in France, or, (b) "Modern England reflects her commercial life in her architecture."

V. 1. Describe, with drawings, the characteristic details of (a) a Gothic, or, (b) a Byzantine building.

VI.&V. 2. Write a short account of Fra Angelico and his work, with a description of two of his pictures you have enjoyed.

3. Write an essay on the use of symbols in art. Drawings.

4. Describe a detail from "Moses Striking the Rock," by Murillo, with sketches of one or more figures.

Painting.

1. A decorative study in colour or monochrome for a panel in (a) larch with cones, or, (b) a bird form.

2. A suggestion for a border in geometric form (colour).

Music Appreciation.

What works of Elgar have you heard this term and what have you learnt? Write upon one of his works.

Reading.*

Father to choose an unseen (*a*), essay, (*b*), poem.

Music.*

Parents to report upon practical examination.

Singing.*

Father to choose an English, and a French song.

Drill.*

Report progress.

Work, Crafts, etc.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 27th, Papers to be posted on April 1st, *with no other enclosure*. **Parents' Reports, Form "J," loose papers, etc., sent later cannot be added.** The examination should last only a full school week. It may be postponed if due notice is given. Unlimited time should not be given for any answers: see Regulations, Nos. 1 & 7.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—Members overseas may send in papers for examination at the end of *any two* terms in the year, and are asked to keep "Form J." and the "optional examination" Report form for the terms in which they are needed.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.